

AMH 2020 Syllabus and Course Schedule

Summer B 2020

Instructor: Dr. Elyssa Gage

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Office Hours (by Zoom):

TBA – will be posted with the zoom link on the home page.

(Note: Clicking the meeting link will add you to the meeting and notify me that someone is waiting.)

By appointment.

Course Description

This American History course covers the history of the United States from Reconstruction to the present time. We will pay particular attention to themes of race and civil rights, imperialism, industrialization, labor and social reform, immigration, government power, political movements, national culture, and America and the World.

We will be learning about how different people saw events and examining what contributed to divergent opinions. We will take that up to the present by thinking about how history is commemorated through monuments, movies, museums, and all sorts of sites of memory.

It is important that you keep up with both the assigned readings, and online lectures as they supplement, rather than duplicate each other.

Social and Behavioral Sciences and Diversity

This course satisfies the Social and Behavioral Science Gen-Ed Credit at the University of Florida. Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe, and explain social institutions, structures, and processes. This course emphasizes the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes, and human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

This course also satisfies the Diversity Gen-Ed Credit at the University of Florida. Diversity courses provide instruction in the values, attitudes, and norms that create cultural differences within the United States. This course will encourage you to recognize how social roles and status affect different groups and impact U.S. society. This course will guide you to analyze and to evaluate your own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

Objectives

By the end of the course, students will be able to:

1. Explain why Reconstruction set up all of American history from that point on.
2. Explain how and why American society industrialized during the late 19th century
3. Explain the causes & consequences of urbanization.
4. Explain why racial, ethnic, & gender divisions arose in American society from 1877 to the start of World War I.
5. Explain how & why the federal government increased its authority & power in the years following World War I.
6. Show when & why a mass national culture emerged.
7. Explain how World War II fundamentally changed America.
8. Show how the Cold War started & why it lasted so long.
9. Explain why the Civil Rights movement occurred & how it reshaped American society.
10. Show how and why the United States got involved in Vietnam and how that war shaped domestic events.
11. Explain the rise of conservatism in the last quarter of the 20th century.
12. Show how the Cold War ended and the effects of this on both the United States and the rest of the world.

Students will also know how to:

1. Explain the difference between primary and secondary sources.
2. Understand how to evaluate sources.
3. Put primary sources in conversations with the issues of their times.
4. Discuss the issues of historical memory and commemoration.

Readings

There is no textbook to purchase for this class. We will be using the free online textbook *The American Yawp*, available here: <http://www.americanyawp.com/index.html>, and other readings which I will post. If you prefer a hard copy of the textbook, it is also available for purchase.

In order to facilitate active learning, we will be using **Perusall** to annotate primary source and supplemental readings (you do not need to comment on the textbook though I reserve the right to change that if I get the sense that many are not doing the readings).

You should access Perusall through the Canvas page for this course using the link in the course menu on the left. This will take you to the Perusall page for this class. Once there you will see the list of assignments.

Modules

This course is constructed around 16 modules that are mostly chronologically and somewhat thematically organized. Each module has objectives to guide you in your learning, lectures, a

textbook chapter (with the exception of modules 5 and 8), a quiz, and a short packet of primary sources. I recommend completing modules in the following manner:

- Go to the module page and read the objectives
- Watch the lectures
- Read the textbook on Perusall or (you might switch these two according to your preference)
- Take the quiz to check your understanding
- Go to Perusall to read and comment on the primary sources. Pay attention to my guiding questions for each

Grades and Assignments

Grade and Distribution Scale

Your grade for this course will be determined in the following manner:

Assignment/Group	Weight
Quizzes	10
Participation	20
Monroe and Florence Works Paper	20
Monument Presentation	20
Timeline and Essay (15% each)	30

Grades will be assigned according to the following scale:

	A	93-100	A-	90-92	
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72
D+	68-69	D	66-67	D-	64-65
E	<64				

Only course grades of C or better will satisfy Gordon Rule, general education, and college basic distribution credit.

Quizzes

For each module, there is a brief quiz based on the textbook and lectures to check your knowledge.

Participation

The main place for participation will be the Perusall discussion. While you will get a Perusall score for each reading, I am not synching the Perusall scores to the Canvas grade book. This allows me more flexibility in rewarding improvement (your score will never be lower than the average of your weekly scores but it might be higher).

There will also be some discussion boards on monuments and on the themes for the timelines (see below). For the themes, you will post once a week in one of the forums in order to discuss how the material of that week contributes to our understanding of the theme.

Monroe and Florence Works Paper

You will write a paper using the Monroe and Florence Works Today project at Plain Talk History (<https://plaintalkhistory.com/monroeandflorencework/welcome/?u=2>), which examines the history of racially-motivated lynchings.

Due Date: July 17

Monument Project

Over the course of the semester, we will be discussing how monuments tell stories, celebrate values, elevate role models. For this project, you will be selecting a monument and examining what it is celebrating and how it does so.

While the final deadline for this assignment is **August 7**, you will receive 10 points extra credit on the assignment if you submit it by **July 26**.

Timeline and Essay

Instead of a final exam, you will be constructing a timeline around a chosen theme and writing an essay explaining the choices you made. The choices of themes are Civil Rights, American Empire, Social Reform, America and the World, Political Movements and Allegiances. If you would like to do it on a different theme, feel free to reach out and discuss it with me.

I recommend selecting your topic early and so you can begin work on it early.

Course Policies

Requirements for course participation, make-up exams and essays, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> (Links to an external site.)

Communications

I can be reached either by e-mail at Elyssa.j@ufl.edu or through Canvas messages. Please be professional in your communications. All e-mail correspondence to the course instructor must originate from your ufl.edu account, have your full name in the body of the e-mail, and contain your course and section number in the subject line. You can review UF's Netiquette Guide for Online Courses here: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf> (Links to an external site.) While I try to be as available as possible, please do not expect me to be able to respond immediately, especially if you are writing outside of business hours. Expect an answer within 24-48 hours during the workweek.

Since there is no in-class moment to ask questions, I ask that you pose any questions that would be pertinent to the entire class in the relevant class announcement (either for a particular assignment or for that week). This will enable other students to benefit from the answer. **If you email me such questions, I will respond to you by asking that you post it in the announcements.**

If you have a problem with the Canvas system, contact E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>. You can then e-mail me to notify me, including the transaction number from the help desk.

Plagiarism

Be aware of the University's policy on plagiarism. The Internet has made this situation more problematic, but understand that plagiarists will be caught. This is especially problematic in an on-line class such as this. If you have any questions about what constitutes plagiarism, please do not hesitate to ask. All plagiarism offenses will be reported on a Faculty Adjudication Form and forwarded to the Office of Student Judicial Affairs. You may get more information on UF's Judicial Affairs process at <http://www.dso.ufl.edu/judicial/academic.php> (Links to an external site.)

Plagiarism will not be tolerated in this class, as it constitutes intellectual theft and academic dishonesty. If you turn in the work of others and try to pass it off as your own, you will fail that assignment and risk expulsion from the University of Florida. I will give you the guidelines, expectations, and other information regarding the written work in this course, so you really have no reason to cheat. Any possible rewards derived from plagiarism simply don't justify the risk.

Late Work and Sick Policy

Work should be submitted in a timely manner. The condensed nature of the summer semester really requires you to stay on top of readings and assignments, therefore the canvas grade book is set to automatically deduct 3% from late work for every day it is late.

However, I recognize that life happens and, especially in the present circumstances, you may require flexibility. If something comes up that is going to prevent you from turning assignments in on time, please contact me. I can give extensions or even make bigger adjustments as needed,

but I can't do that if I don't know. If you are sick to the point that completing a module in a timely manner is going to be a problem, please contact me. If you can, provide a Doctor's note. If for whatever reason you cannot, I encourage you to still contact me. We can work out something and I can also help you formulate a plan to catch up if you get behind.

I also recognize that many online students are caretakers for others, whether children, parents, or others. Some work full time. Others have chronic health problems. While the flexibility of the online format is in many ways well suited to such students, the difficulty of taking courses does not go away. Please feel free to let me know early on if you have any of these or other concerns (though you are by no means obligated to do so). **If you are struggling at any time, please feel free to reach out.** My goal is for you to be successful in this class.

University Resources

Disability Services

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. **Students with disabilities should follow this procedure as early as possible in the semester.**

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 352 392-1575; and the University

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/> (Links to an external site.)

Academic Resources

E-learning technical support, 352-392-4357 (option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601.

Career assistance and counseling. <http://www.crc.ufl.edu/> (Links to an external site.)

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/> (Links to an external site.)

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaintprocess>

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Course Schedule

The schedule below is to help you stay on track. Given the ongoing circumstances, the schedule below is subject to change. Any changes in schedules and deadlines will be announced on Canvas and an updated version will be uploaded.

Week 1

July 6-8

Module 1: Reconstruction

Readings: American Yawp textbook chapter 15, primary sources
AHA Roundtable on monuments

July 8-10

Module 2: The West

Readings: American Yawp textbook chapter 17, primary sources

[Monuments Discussion](#)

Themes Discussion

Week 2

July 10-13

Module 3: Capital and Labor

Readings: American Yawp textbook chapter 16, primary sources

July 13-15

Module 4: Life in Industrial America

Readings: American Yawp textbook chapter 18, primary sources

July 15-17

Module 5: Political Realignment

Readings: Only primary sources

July 17: [Monroe and Florence Work](#) Reflection Due

Themes Discussion

Week 3

July 18-20

Module 6: American Empire

Readings: American Yawp textbook chapter 19, primary sources

July 20-22

Module 7: The Progressive Era

Readings: American Yawp textbook chapter 20, primary sources

July 22-24

Module 8: Roosevelt to Wilson

Readings: Only primary sources

July 26: Last day to turn in [Monument Project](#) to receive early submission extra credit

Themes Discussion

Week 4

July 25-27

Module 9: World War I

Readings: American Yawp textbook chapter 21, primary sources

July 27-29

Module 10: The New Era

Readings: American Yawp textbook chapter 22, primary sources

July 29-31

Module 11: The Great Depression

Readings: American Yawp textbook chapter 23, primary sources

Themes Discussion

Week 5

August 1-3

Module 12: World War II

Readings: American Yawp textbook chapter 24, primary sources

August 3-5

Module 13: The Onset of the Cold War

Readings: American Yawp textbook chapter 25, primary sources

August 5-7

Module 14: Affluence and Anxiety

Readings: American Yawp textbook chapter 26, primary sources

August 7: Final Deadline for [Monument Project](#)

Themes Discussion

Week 6

August 8-10

Module 15: The Sixties

Readings: American Yawp textbook chapter 27, primary sources

August 10-12

Module 16: Nixon to Reagan

Readings: American Yawp chapters 28 and 29

Themes Discussion

August 14: [Timeline](#) and [Essay](#) due